

Scoring the Speaking Test

GENERAL DIRECTIONS: Read the following ten rubrics in this section and study them thoroughly. Then take the Speaking test yourself. Before you begin administering the Speaking test, carefully read the scoring form. As you score each student response on the scoring form, use the key words above each score point to guide your decision. If you need further help in making a decision, look at the descriptions for the score points below the grid.

Questions 1–3	WARM-UP
	DO NOT SCORE

NOTE: During questions 1–3, encourage students to speak loud enough that their responses may easily be scored and help them feel as comfortable as possible speaking. Be very positive—no response is incorrect.

Questions 4 and 5	REPEAT/READ ALOUD
Score Point 2	<ul style="list-style-type: none"> Response shows Good Fluency—accurate pronunciation of individual sounds; natural speech rate, intonation, and rhythm. Response is linguistically accurate—no or very few minor phonemic/phonetic or grammatical errors.
Score Point 1	<ul style="list-style-type: none"> Response shows Some Fluency—some problems with pronunciation of individual sounds, speech rate, intonation, and rhythm, but these do not cause serious problems in intelligibility. Response contains several linguistic errors—phonemic/phonetic or grammatical.
Score Point 0	<ul style="list-style-type: none"> No Fluency or refusal to speak; speaking only in native language; insufficient information to score or unintelligible.

DIRECTIONS FOR SCORING: In questions 4 and 5, single words, phrases, and sentences are repeated/read aloud primarily in order to assess pronunciation. You will be scoring individual sounds, such as vowels and consonants, which are called segments. These can occur word-initially, -medially, and -finally. For example, a student who says “djong” when trying to say “young” has made a pronunciation error in the first sound, or segment, of the word.

You will also assess rate of speech, rhythm, and intonation, which are called suprasegmentals. Very slow, halting speech is an example of a problem with rate of speech; speech that is at a fairly normal rate, but choppy, indicates a problem with rhythm. Typical English sentence intonation rises at the end of the sentence, on the last content word of the sentence, and then falls. Intonation that does not change at all or changes in an unnatural place would be inaccurate.

Questions 9–10	SENTENCE COMPLETION
Score Point 2	<ul style="list-style-type: none"> • Good Structure and Precise Vocabulary; response is informationally appropriate to the prompt. • Response is free of linguistic errors—pronunciation or grammatical—or contains a few minor errors.
Score Point 1	<ul style="list-style-type: none"> • Some Structure and Some Vocabulary although one or more words may not be precise; response is somewhat informationally appropriate to the prompt. • Response contains a few serious linguistic errors—pronunciation or grammatical—or several minor errors, but is intelligible.
Score Point 0	<ul style="list-style-type: none"> • No Structure; Unintelligible; insufficient information to score; refusal to speak; speaking only in native language; only repeating prompt.

DIRECTIONS FOR SCORING: Questions 9–10 assess students’ ability to create an original short sentence based on a picture. Part of a sentence is provided in print and aurally, and the remaining part that the students create should be a sentence. You will be evaluating the sentence as to whether it contains the necessary features—a subject and a verb, which should agree (she is running, they are running). In addition, the printed part of the sentence may require a specific verb tense, so you will also be scoring the sentence as to whether the verb tense is appropriate. For example, “Yesterday . . . (plus a picture of a boy and girl at a zoo)” requires a sentence in the past tense. So a student would be expected to say something like this: “Yesterday the boy and girl were at the zoo.” Both the subject and verb are plural and in agreement, and the verb is in the past tense, as indicated by “yesterday.”

The picture provided suggests the kind of nouns and verbs to be used in the completed sentence. The student’s response should make sense in relation to the situation portrayed. So, choice of vocabulary (preciseness of vocabulary) is to be assessed. Additionally, pronunciation, rate of speech, intonation, and rhythm should also be evaluated.

Questions 12–13	STORYTELLING
Score Point 4	<ul style="list-style-type: none"> Shows High Level of Ability to produce a spoken response to a set of three pictures. Very Few Errors (minor) in pronunciation and grammar; speech includes complex sentence structures; vocabulary is precise and varied, including idiomatic expressions. Errors never distract listeners' attention or cause confusion about meaning. Speech is well organized; information is plausible and precise and is presented logically and with appropriate transitions.
Score Point 3	<ul style="list-style-type: none"> Shows Ability to produce a spoken response to a set of three pictures. Some Errors (mostly minor) in pronunciation and grammar; some variety in sentence structure; vocabulary in general is appropriate and varied, perhaps including some use of idiomatic expressions. Errors generally do not distract listeners' attention or cause confusion about meaning. Speech is generally well organized; information is generally plausible and precise and is presented logically and with appropriate transitions.
Score Point 2	<ul style="list-style-type: none"> Shows Some Ability to produce a spoken response to a set of three pictures. Numerous Errors in pronunciation, grammar, and vocabulary; heavy reliance on simple sentence structures, with almost no use of idiomatic expressions. Errors are often distracting to listeners and cause confusion about meaning. Speech may be insufficient and present poorly organized or disorganized information; information may be imprecise or inaccurate.
Score Point 1	<ul style="list-style-type: none"> Very Limited ability to respond to a set of three pictures. Speech contains Very Little Correct pronunciation, grammar, and vocabulary; single words instead of complete thoughts. Numerous and serious problems distract listeners and cause confusion about meaning; may be incoherent in places. Amount of speech is minimal; information may be irrelevant or inaccurate.
Score Point 0	<ul style="list-style-type: none"> Too Minimal to score or Unintelligible; refusal to speak; no response; response in a language other than English or only repeating prompt; insufficient information to score.

DIRECTIONS FOR SCORING: Questions 12 and 13 consist of storytelling tasks based on a set of three sequential pictures. This type of task elicits an extended response, which is expected to be longer than other tasks in the Speaking test. So the amount of language produced, as well its quality, will be assessed.

Pronunciation, rate of speech, intonation, and rhythm should also be evaluated along with grammar and the ability to choose appropriate and precise vocabulary. In addition, organization is evaluated since the set of pictures support the use of organizational devices, such as first, next, then, and last.

Questions 14 and 15	SOCIAL INTERACTION
Score Point 2	<ul style="list-style-type: none"> • Response Appropriate for the prompt; vocabulary is precise. • Response is free of linguistic errors—pronunciation or grammar—or contains only a few very minor errors.
Score Point 1	<ul style="list-style-type: none"> • Response Somewhat Appropriate for the prompt; one or more words may not be precise. • Response contains a few serious linguistic errors—pronunciation or grammar—but is intelligible.
Score Point 0	<ul style="list-style-type: none"> • Response Unintelligible or refusal to speak; speaking only in native language or only repeating prompt; insufficient information to score.

Questions 16–18	SOCIAL INTERACTION
Score Point 1	<ul style="list-style-type: none"> • Student gives an appropriate response.
Score Point 0	<ul style="list-style-type: none"> • Student gives an incorrect or inappropriate response.
Blank	<ul style="list-style-type: none"> • No response.

DIRECTIONS FOR SCORING: Questions 14–18 assess the ability to respond in a socially appropriate manner to a short conversation opener, which typically would elicit a brief rejoinder from a native English speaker. You will assess the appropriateness of the response. While appropriate and precise vocabulary is important to the response, there is usually not just one way to respond. For example, to the question “Hi, how are you?” there are different acceptable responses:

I’m fine, thanks.
 Fine, thanks. How are you?
 Great. What about you?
 Great!
 I’ve been better.
 Not doing so well.

In addition to different content, responses can also differ in structure, as shown in the sample responses above. A response can be a complete sentence, but it doesn’t need to be. A sentence fragment or a single word might also be considered completely appropriate responses. Pronunciation, rate of speech, intonation, and rhythm should also be evaluated along with grammar.

FOR TEACHER USE ONLY

Speaking Test Scoring Form

DIRECTIONS FOR SCORING

After the student responds to each question, fill in the appropriate circle for the score. Fill in only one circle per question. Use a soft-lead (No. 2) pencil. Follow the rubrics included in the Speaking section of the Directions for Administering booklet.

Warm-up

Questions 1-3

DO NOT SCORE

Repeat/Read Aloud

Question Number	GOOD FLUENCY Score Point 2	SOME FLUENCY Score Point 1	NO FLUENCY Score Point 0
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SCORE POINT	DESCRIPTION
Score 2	Good fluency Easy to understand No errors or very few minor errors
Score 1	Some fluency Somewhat difficult to understand Several errors
Score 0	No fluency Unintelligible No response Response in a language other than English

SAMPLE

FOR TEACHER USE ONLY

Speaking Test Scoring Form

Sentence Completion

Question Number	GOOD STRUCTURE PRECISE VOCABULARY Score Point 2	SOME STRUCTURE SOME VOCABULARY Score Point 1	NO STRUCTURE UNINTELLIGIBLE Score Point 0
9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SCORE POINT	DESCRIPTION
Score 2	Good structure Precise vocabulary Information appropriate Error free or a few minor errors
Score 1	Some structure Some vocabulary Information somewhat appropriate A few serious errors, but intelligible
Score 0	No structure Unintelligible Insufficient information No response Response in a language other than English Repeating prompt only

SAMPLE

FOR TEACHER USE ONLY

Speaking Test Scoring Form

Storytelling

Question Number	HIGH LEVEL VERY FEW ERRORS	SHOWS ABILITY SOME ERRORS	SOME ABILITY NUMEROUS ERRORS	VERY LITTLE CORRECT	TOO MINIMAL UNINTELLIGIBLE NO RESPONSE RESPONSE NOT IN ENGLISH
	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Social Interaction

Question Number	RESPONSE APPROPRIATE	RESPONSE SOMEWHAT APPROPRIATE	RESPONSE UNINTELLIGIBLE
	Score Point 2	Score Point 1	Score Point 0
14	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SCORE POINT	DESCRIPTION
Score 2	Response appropriate * Vocabulary precise Error free or a few very minor errors
Score 1	Response somewhat appropriate Vocabulary somewhat precise A few serious errors, but intelligible
Score 0	Response unintelligible No response Response in a language other than English Repeating prompt only

* A one-word response can receive a score of 2 if all criteria are met